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THE INFLUENCE OF MONITORING AND EVALUATION REPORTING AND DISSEMINATION ON THE PERFORMANCE OF GLOBAL PARTNERSHIP FOR EDUCATION PROJECTS IN UGANDA

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ABSTRACT

In Uganda, the performance of Global Partnership for Education projects faces abject limitations. The completion quality of projects is highly questionable, resulting in substandard project continuity. This is due to loopholes in Monitoring and Evaluation Reporting and Dissemination of the implemented project. This study sought to investigate the Influence of Monitoring and Evaluation Reporting and Dissemination on the performance of Global Partnership for Education projects in Uganda. The study presented Monitoring and Evaluation reporting and dissemination as the independent variable, the dependent variable was, performance of Global Partnership for Education projects. The study was anchored on the System theory. The study was guided by the study objective: to determine how monitoring and evaluation Reporting and Dissemination influence the performance of Global Partnership for Education projects in Uganda. The study approach integrated both quantitative and qualitative features to guarantee methodological triangulation. Data was collected by means of interview guides and questionnaires. Questionnaires were administered on 92 randomly selected staff Teachers from the districts of Bukedea and Katakwi and interview guides were administered to 56 GPE secretariat and District officials and SMC Members. The study intended to analyse present findings using descriptive and inferential statistics. Descriptive statistics involved the use of frequency tables, means, standard deviations in general terms of describing the dataset. Inferential statistics such as Normality tests, Correlation, simple linear regression and Predictive multiple linear regression were also utilised in answering the research questions and hypotheses of the study. Data was analysed, presented and interpreted in line with the study objective using thematic and sub thematic areas of M & E Reporting and dissemination and Performance of Global Partnership for Education projects.Questionnaires were used as a tool for data collection, with the size of 92 respondents comprising of teachers. Out of the 92 questionnaires, 70 were filled and returned, representing a return rate of 76.1% as recommended response rate to verify consistency of required measurement for analysis. The study examined the respondents in respect to their gender, designation, education level, years of service and duration of working with Global Partnership for Education projects in Uganda, to assess whether they have any implications on Performance of Global Partnership for Education projects. The study findings revealed that Integrating the M&E schedules and timeliness to complete the reporting and dissemination of information significantly influenced the performance of GPE projects in public primary schools, only that the methods were not suitable for all users in the studied organisations. The study concluded that M & E Reporting and Dissemination influence the performance of GPE projects. Therefore, initiating organisations should layout proper M&E reporting and dissemination channels.

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INTRODUCTION

The Performance of projects may be considered as an assessment of how well project teams have done in pursuit of specific project goals (Ulrich, 2014).

These goals vary from project to project but generally they touch on achieving desired results including satisfying project stakeholders and beneficiaries, improved productivity and some positive results concerning return on investment. Othermeasuresfor performance of

projects include quality, clients' satisfaction levels, safety, budget, and time (Muller & Jugdev, 2012). From a project management perspective, performance of projects' measurement is considered as an activity that monitors and controls project regularly using specific indicators to measure performance (Kontinen & Robinson, 2014). Similarly, Ika, (2012) relates project performance measurement to several indicators that include stakeholders' satisfaction, specifications, quality, budget, and time. Project performance may also be viewed as intended to obtain best results and improve service delivery from project implementation (Zoufa & Ochieng, 2014). With developments in project management field over the years, other dimensions project performance that are considered and applied to measure project performance include stakeholders and customer satisfaction, resource management, capacity and accomplishing project objectives (Nzekwe, 2015). Performance of projects may vary from one stakeholder to another and project to project. Moreover, project performance factors vary from diversedimensions and require incorporation of additional criteria in assessing the same. Project performance indicators for measuring success as identified by PMI (2017) indicate that project performance factors can be categorized into five groups namely; external environment, project management actions, project procedures, project-related factors and human-related factors (Nagesh & Thomas (2015,p.2-3)suggests that project success differs from one person, project and industry to the other. While practitioners continue debating issues related to project performance, the current study seeks to assess project performance with in supportive organisational culture, enabling monitoring and evaluation practices, assessments, comprehensive reports which are disseminated and utilization of project monitoring and evaluation information.

Reporting and dissemination of findings is a communication strategy which is an action plan on who to transmit the M&E field findings, what exactly is to be communicated, who to be communicated to, by when and through which means and frequency (Lammert, Heinemeier, & Fiore, 2017). There are many options for communicating M&E findings; thus, several formats and techniques are utilized to promote greater broadcasting of results for learning and consequently improving organizational performance (Lammert, Heinemeier, & Fiore, 2017). According to USAID (2016), M&E findings were adequately utilized by project stakeholders for informed project decisions. The study showed that 71% of had been utilised to design or modify projects and activities. USAID established that changes made included prioritising interventions within the project activities, revising project work plans among others. USAID (2016) established that project evaluators were using diverse communication channels to validate findings and to report the final results depending on the target audience of the M & E results. The implication is that sequencing communication formats in a skilful manner is critical at communicating the results of a study and recommendations within the project staff for learning and action for improved project performance. Nonetheless, some staff members in monitoring offices fail to present data in a way that convey progress made in project implementation. They forget that effective communication of M & E findings is critical for project management process.

Rumenya & Kisimbi (2020) examined the influence of M & E on project performance in NGOs. A sample of n-91 participants was drawn from the target population to respond to the survey questions. The study established that performance of projects was positively associated with M&E organisational Communication techniques (Rumenya & Kisimbi, 2020). The performance of projects in the education sector was found to have a weak-positive collerations with M&E plans and communication techniques ($r = 0.015$, $p > 0.05$).In collaboration, Oladele, (2011) found a strong correlation ($r = 0.88$) between the choice of M & E communication styles on project performance. Based on theory, communications of results lead to reaching the destined end users by helping to bring about change and therefore, the process of designing information channel for specific people was identified as critical in information dissemination. Continuous communication flow of monitoring and evaluation data and feedback add value to project phases from designing stage, implementation up to the impact level. Besides, Kusek (2010) saysthat a well-devised M & E communication strategy ought to be part of M & E system design to facilitate timely passing of M & E field information to the relevant stakeholders on failure or success of various interventions. Findings from a correlation analysis by Otieno, *et al*., (2015) revealed that performance of flower projects in Naivasha was positively related to M & E communication strategy with a correlation coefficient of $r = 0.466$. The study further noted that projects that had weak M & E communication strategies with irregular reporting and utilization of M & E results had their performance rated low. The study recommends organizations to develop effective M & E strategies to facilitate communication and also reporting of M & E findings to the target audience for use. Different communication tools have different capabilities to transfer information to the receivers and therefore the frequency and diversity of M & Ecommunicationchannels would facilitate reaching of various stakeholder groups. These predictor variables have seemingly been studied singly in the literature and thus the need to investigate their combined influence on the performance of dairy cooperative societies and in particular Murang'a County. A longitudinal study of $n = 121$ capital projects was conducted (Sange and Muya, 2014) to investigate the predictability of M&E Practices on performance. One of the study observations was that the richer communication channels had higher performance predictability which correlated closely with the study findings of (Oke & Idiagbon-Oke, 2010). The study also adapted various data collection tools and techniques to enable data collection from different sources for triangulation. Whilst some M & E communication variables have reported positive influence on project performance, much have not been documented about their influence on performance of projects (World Bank, 2005).

In the current study that seeks to evaluate the influence of M&E reporting and dissemination and project performance, the focus will be on performance measures beyond quality, cost and time that "iron triangle" focuses on (Fortune & White, 2006, 1998). The criteria are normally featured on almost every project. Despite the inclusion of various other measures (Nzekwe & Emoh, 2014: Tengan *et al* 2014) project performance is normally delayed or over-budgeted (Nyonje, Ndunge, & Mulwa, 2012). These three measures still represent useful measures is assessing performance of project (Mbiti, Mung'atu, & Kyalo, 2015). Some of the additional measures that have been used include cost control, on schedule completion, technical completion of project and functionality, beneficiary and employee satisfaction, productivity and profitability (Mbiti *et al*., 2015). Since the measures represent performances' bottom-line measures, some can be used in performance measurement of Education projects.

Theoretical Framework

The theoretical approach in this study was anchoredoninter dependence related theories which acknowledges that there exist interdependencies between various variables during project implementation. It is recognized that interdependencies is a common feature of project management for many organizations due to the fact that projects are made of up of many activities and are not implemented in isolation. This study was guided by the system theory. In reference to the study, it is assumed that the variables under the study are interdependent. Project performance depends on M &E Reporting and dissemination of results. System theory was preferred for this study because theory provided an overview of the way sub-systems in the study interacted with each other in the attainment of set goals. In the case of this study, M&E reporting and dissemination were treated as subsystems that all works towards achieving high level of project performance.

Systems Theory: Systems Theory (ST) advanced by Ludwig V on Bertalanffy and later improved to become General System Theory by Kenneth Boulding, Daniel Katz, and Robert Kahn in 1964 (Adams *et al*., 2014; Dekkers, 2015). The system theory emphasizes the way in which organizational projects are seen as an organized system comprising of human and non-human that respond in away to cope with note worthy changes in their environment but still keep their

structures intact Adams *et al*., 2014. In this sense, the ST concept contemplates organizations as constantly interacting with both their internal and external environment. In reference to system theory, multi project environment is taken as complex but adaptive system, characterized by interrelationships that exist between variables or components (Luhmann *et al*., 2013; Dekkers, 2015). In the context of this study, GPE as an organization will be taken as a system with various components including projects, her internal processes and its interaction with the outside actors (GPE members& other stakeholders) and how it is responding to and how its pre-existing response mechanisms works to maintain good project performance. In other words, GPE as an organization is a system that has various subsystems; culture, human resources, to pmanagement, financial processes and information processing systems. Further, a system is viewed as consisting of subsystems whose inter-dependence and inter-relationships move towards the equilibrium of larger systems. The M &E Practices under the study of M&E Reporting and dissemination are sub systems and through the interactions and interrelationship influence the performance of Education projects supported by GPE in Uganda. More so the input-through output concept that describes organizational environments in the context of a system inter related with subsystems is of relevance in system theory (Luhmann *et al*., 2013; Given that ST considers the concept as an interaction with external environment, then the elements of purpose such as structure, information, techniques, project performance and people (culture) should be coordinated as systems (Dekkers, 2015) This coordination needs to be combined with managerial system/leadership so that it can maximize value for organizations. In analysing GPE as organization, ST is appropriate because GPE takes into consideration the cycle of inputs and transformation of outputs to outcomes.

These relationships comprise of GPE project, organizational systems and subsystems in holistic approach that is aimed at maintaining high project performance. The subsystems include management, financial, human resource and information management. All these systems work towards ensuring achievement of the set project outcomes including quality of products and services for federation members and stakeholders. For instance, information processing theory sees organizations implementing projects as open systems that must collect, collate and process information in order to accomplish specific tasks, coordinate various activities to achieve some outcomes. Project environment within GPE can be treated as open systems where projects are implemented with an aim of achieving specific project goals. In order togauge project performance information, need to be collected and analysed. The system theory and information processing theory confirm the existence and importance of project interdependence (Killen, 2009). The ST was utilized in the current study because an appreciation of the way sub-systems in organizations worked helped understand the way those systems interacted to achieve intended goals. It was felt that the interrelationship of those sub-systems was critical in enhancing the performance of educational projects in the target region. The theory was also identified as critical in determining the way the Ugandan government may plan to enhance the performance of its educational projects in the country. It was felt that with its help the government could plan effectively, allocate resources in an efficient manner and manage resources in the right way to enhance decision making process. In this study, alargeexten guided the M&E information-based aspects.

RESEARCH METHODOLOGY

Research Design: The study employed cross sectional, descriptive survey design and correlation research design. The choice of the two-research design was informed by data collection and analysis methodology. The design allowed for both descriptive and inferential methods, facilitated by mixed method approach that provided a continuum mechanism for analysing the data (Kothari and Garg, 2014). Surveys were also employed to enable the researcher describe the characteristics of the issue under investigation, using the data that would be collected. The method also enabled the researcher to answer research questions adequately (Cresswell, 2012). The ccorrelation design was also utilized to determine the extent to which variables included in the study related to each other. Accordingly, both correlational and descriptive research designs were critical to the study and attainment of its objectives. The descriptive design enabled the researcher to describe the issue under investigation whereas the correlation research design helped the researcher to identify the link between variables via correlation and regression models. The study targeted a population of school staff members that had implemented the GPE project from 2015 to 2017 supported by World Bank as a donor and Ministry of Education in Uganda. The Schools were spread in the whole country. There is a total of 100 schools and on average each school has about 12 teachers, 15 School Management Committee members. Out of 100 schools, where the GPE project was implemented, 30 of those schools were in the region of Bukedea and Katakwi, where 10 schools were purposively selected for the study. The focus of 10 schools was that they are spread across the sub counties of the districts hence greater representation. From the identified population, a sample of 10 schools from a population of 30 schools was determined using Krejci and Morgan 1970 table of determining sample size. Through simple random sampling proportionate to size of teachers in the school, the teachers were sampled as shown in Table below.

Table 1. Sample Size Determination

Category	Population	Sample size	Sampling Technique
Schools	30	10	
Teachers	120	92	Simple random sampling
GPE secretariat and District officials	20	6	purposive
SMC Members	90	90	Purposive
Total	260	198	

Sampling Procedure: The study was guided by a mixed method research. Both parametric and non-parametric methods were used hence the study employed both concurrent and sequential mixed approaches. Concurrent mixed sampling was preferred, because it allowed triangulation of results, confirmed, cross validated or corroborated the findings within a single study (Newman 2013; Cohen et al., 2018). Concurrent sampling allowed use of a single sample generated from probability (random) and non-probability (purposive) techniques to generate data for quantitative and qualitative strands for the study using both closed and open-ended survey questionnaires. Sampling frame was a register of schools that implemented the GPE project in Bukedea and katakwiDistricts. Whereas school registers were used as sampling frames for individual students included in the study. Out of 30 schools in Bukedea and katakwi Districts where GPE was implemented, 10 that implemented GPE projects were purposively selected and then clustered per the sub counties. This was to ensure that there was representation across the districts. Hence a sample of 92 teachers were sampled using simple random sampling. To get the specific 92 teachers per school, the teachers were arranged in alphabetical order and using random number calculator, the number of teachers were picked randomly. Other respondents for the FGD such as the School management committee and KII such as the GPE project staff, DEO, School inspectors were drawn from the sampled schools and at District level, Ministry level. Such respondents included GPE project and school leaders. A second category of respondents were at Ministry level for staff members that supported the implementation of GPE projects in Uganda whereas a third category included GPE World Bank top leadership overseeing the implementation of projects by the Ministry.

Research Instruments: The study employed open and close ended questionnaires for teachers while self-administered interview guide were used for key informants that comprise of School /District, Ministry/World bank top management. The focused group discussions guide was utilized to assemble information from School

management committee members and teachers who did not provide data via questionnaires.

Pilot Testing of Research Instruments: The questionnaire was first administered to 30 respondents from the teachers of the schools that did not participate in the survey but implemented the GPE project. After the testing, the instruments were improved as appropriate.

Validity of Research Instruments: Pilot testing was utilized to enhance the validity of the questionnaires that were utilized to collect data from respondents, to ensure that the instrument measured what it was supposed to measure, with the implication that data collected with it represents respondents' opinions (Roberts 2016). This entailed making sure that the research questions were clear and that their meaning was relatively the same among respondents. In this, major concern was about the truthfulness of results (Lakshmi & Mohideen, 2013). The operationalization of the variables was carried out carefully to enhance the construct validity. This involved making sure that translations were conducted in the right way to reflect construct's true meaning. This was in accordance with Zohrabi (2013) who related construct validity with the way researchers transform or translate ideas and/or concepts into functional realities. The content validity was addressed via theoretical definition of the variables. Triangulation method was utilized to enhance the accuracy of qualitative findings. The process entailed obtaining data from different sources to improve internal validity, spending sufficient time collecting the data and using peer debrief to review qualitative questions so that the account would resonate with people rather than the researcher (Heale, & Forbes, 2013; Triangulation, 2014). The prescribed interviews were presented to the respondents to verify and confirm the contents therein.

Reliability of Research Instruments: Different procedures were utilized to enhance the consistency of study's findings as suggested by Zohrabi (2013). The contention was to ensure commonality of findings if an instrument would be utilized to collect data for a second or a third time (Kothari and Garg, 2014). Some of those methods involved triangulating the data by combining qualitative and quantitative data. Others involved sampling respondents to ensure that if the study would be repeated, the instrument would provide almost similar responses. The questionnaire of Likert type was used as the main instrument hence it is important to test the internal consistency to check how well they fit the concepts to be used in the study. Cronbach's Alpha Reliability Coefficient was calculated. A reliability coefficient range between zero (0) and one (1) is deemed fit (Tavakol & Dennick, 2011). The zero coefficient shows that a tool lacks internal consistency whereas a value of one shows that it has high internal consistency. Creswell (2012) indicated that a reliable instrument should have a coefficient of at least 0.7 values. Accordingly, a value of between 0.7 and 1 was used to depict the instrument's internal consistency.

Data Collection Procedures: Permission was sought from relevant authorities to conduct the research including National Council for Higher Education which gave ethical clearance, relevant County offices and Ministry of Education leadership. Planning meetings were held with the project team to help plan for the data collection schedule. Four research assistants were recruited and trained how to collect and enter data so that they can assist the data collection and entry process. Intensive training was used to equip them with the information they required throughout the data collection process. Research ethics were observed to ensure that no respondent will be harmed in any way throughout the data collection process. Overall, the research assistants were the ones that administered questionnaires to respondents under the supervisions of the researcher.

Methods of Data Analysis: The study employed both descriptive and inferential statistical analysis to test the study hypotheses. Non parametric test analysed the data descriptively by determining its measures of dispersion and central tendency. Both means and standard deviations were used to analyse the data descriptively. The data was expected to be normally distributed because most of the schools in the study region were relatively the same. As such, the data was evaluated to determine the strength of central tendency. Parametric data analysis was employed by use of Pearson's Product Moment Correlation Coefficient (r). The (r) evaluated the linear link between variables particularly the independent and the dependent variable. In testing the hypotheses, the (r) used F-Test. The Pearson's product correlation coefficient was preferred since the variables under study were parametric variables. Qualitative data from Key informant interviews (KII) and Focus Group Discussion were first categorized and organized by identifying major themes through coding. Analysis was done using key themes in line with the research questions (Gwaya e. a., 2014).

Likert Scale as a Measurement Interval Measure: A Likert scale was used on all the sections of questionnaire, and as such a value of 1 indicated the 1st response (Strongly disagree), 2 indicated the 2nd (Disagree), the 3rd (Not Sure), 4 the 4th (Agree)and 5 the 5th (Strongly agree). In all cases, means were approximated to absolute terms in order to gauge the scale in which they laid upon (a mean for instance of 1.57 was approximated to 2, implying most of the responses were around the response number 2). Standard deviations of the cases, were used to determine the spread of the values from the mean, a large standard deviation indicated a large range of response from the mean.

Linearity Test: To explore the linear relationships of the variables, a scatter plot of the composite means of the dependent variable and independent variable was done and presented. Composite means of performance of Global Partnerships for Education projects in Uganda was used as the dependent variable to test its relationship with M &E reporting and dissemination as the independent variable.

Tests of Hypothesis: Correlation and Regression models were used to test the strength of independent variable as far as their influence on the dependent variable is concerned. The contribution of M&E assessments on performance of Global Partnerships for Education projects in Uganda was determined using the Coefficient of Determination. F statistics which was used to test the Hypothesis of the study.

Ethical Issues: A written communication seeking permission to carry out the research was done to National Council for Higher Education in Uganda. To the targeted respondents, formal letters were used to seek their voluntary informed consent to participate in the research. Respondents were assured that information sought would only be used for the purpose of research. Every respondent was to be respected, treated with dignity and will be made to understand that whatever role they played would be greatly appreciated. Throughout the research exercise, ethical principles were observed in the constitutional rights of every person and as such informed consent was sought from the respondents and was assured of confidentiality of the data and information to be collected.

Data analysis, Presentation and Interpretation

Introduction: The section presents findings of the study which have been analysed in line with the study objectives using thematic and sub thematic areas as follows: questionnaire return rate, background information of the respondents and thematic areas of M & E Reporting and Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda.

Questionnaire Return Rate: The study used questionnaires as a tool for Organizational culture. The sample size of the study was 92 respondents comprising of teachers. Out of the 92 questionnaires, 70 were filled and returned. This represented a return rate of 76.1% which was good when compared to the recommended response rate to verify consistency of measurements required for analysis (70% based on Bougie & Sekaran, 2020). Table below shows this information; However, twenty-two questionnaires were not returned despite making several attempts to have them returned, and given that the return rate was adequate for social science research, the study proceeded.

Demographic Information of respondents: The study examined the respondents in respect to their gender, designation, education level, years of service and duration of working with Global Partnership for Education projects in Uganda. It was important to consider the above demographic characteristics of respondents to see whether they have any implications on Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda. The respondents who participated in the study were therefore to state their gender, designation, education level, years of service and for how long they had worked with Global Partnership for Education projects in Uganda. The results are presented in table below for each category of demographic in focus.

Table 2. Questionnaire Return Rate

Questionnaire	Number	Percentage %
Delivered	92	100
Returned	70	76.1
Not returned	22	24.9

Source: Primary data (2021).

Table 3. Distribution of Socio-Demographic Characteristics of Respondents

Features	Category (Code)	Frequency	Percentage (%)
Gender	Male	49	70
	Female	21	30
Highest level of education	College Certificate	39	55.7
	Diploma	25	35.7
	Bachelor's degree	6	8.6
Designation	Head teacher	9	12.9
	Class teacher	46	65.7
	Senior Woman/Man	1	1.4
	Teacher	14	20.0
How long have you been involved in GPE projects supported by GPE?	Below 5 Years	35	50.0
	5-10 years	22	31.4
	Over 10 Years	13	18.6
How long has your School been a member of GPE?	Below 5 Years	9	12.9
	5-10 Years	39	55.7
	Over 10 Years	22	31.4

Source: Primary data (2021)

On gender, results from Table above show that the majority of the respondents, 49(70%) were male while 21(30%) of the respondents were female. The results indicated a slightly larger percentage of men were involved in filling the questionnaires as compared to that of female thus insinuating that a large number of male working for Global Partnership for Education projects in Uganda participated in the study. This overrepresentation of male employees is a clear indication of gender imbalance in staff distribution at Global Partnership for Education projects in Uganda especially in M&E which may have a negative impact on the effectiveness of M & E practices. As for the highest level of education of the respondents, results show that 39 (55.7%) had attained college certificates, 25 (35.7%) had attained Diplomas while 6(8.6%) had attained bachelor's degrees. It was established that majority of the respondents 39 (55.7%) were holders of college certificates. Those who had attained diplomas and bachelor's degrees were 31(44.3%). It was therefore true that most of the participants in this study had attained the minimum qualifications (college certificate) implying that the level of education was not wanting in Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda. On designation, results show that 9(12.9%) were head teachers, 46(65.7%) were class teachers, 1(1.4%) was senior woman/man while 14(20.0%) were teachers. The study established that majority of the respondents 60(85.7%) were class teachers and teachers. It was therefore true that most of the respondents in this study had the clarity of job definitions in their respective departmental sections implying that they were perceived as mature with content and substance not wanting in Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda. On how long have they been involved in GPE projects supported by GPE, the majority of the respondents, 35(50.0%) stated that they had been involved in GPE projects supported by GPE for a period of below 5 years, followed by respondents whose time lagged between 5 years to 10 years constituting 22(31.4%) while 13(18.6%) stated that they had been involved in GPE projects supported by GPE for a period of Over 10 years. The results indicate that most respondents, 57 (81.4%), had been involved in GPE projects supported by GPE for a long duration of over 4 years and thus had sufficient information on the organization's Monitoring and Evaluation practices (M & E Reporting and Dissemination) which influence Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda. Considering how long their schools have been members of GPE, Table above revealed that majority of the respondents 39(55.7%) indicated 5years to 10 years in membership of GPE, 22(31.4%) indicated Over 10 years in membership of GPE while 9(12.9%) revealed that they have been members of GPE below 5 years. The results show that most respondents, 61 (87.1%), had been members of GPE for a long duration of over 7 years. From this analysis, a conclusion can be made that the respondents in this study had adequate information on the organization's Monitoring and Evaluation practices and Organisational Culture which impact Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda.

Tests for Linear Relationship: Coopers and Schindler, (2018) contend that the correlation coefficient indicates the statistical measure of co-variation, or association between two variables which shows both the magnitude of the linear relationship and the direction of that relationship. Babatunde (2020) concedes with the above analogy and opines that a correlation coefficient of less than 0.3 signifies a weak correlation, 0.3 – 0.5 is moderate and greater than 0.5 is strong, with correlation coefficients, r≥ ±0.9 indicate the presence of multicollinearity in the data set (Babatunde, 2020). Results in Table above show that all the 70 observations were used in the analysis. According to table above, there is a weak positive relationship between M & E Reporting, dissemination and Performance of GPE projects.results revealed that there is a Pearson's r =0.375**and a statistical significance of p-value = 0.001. This infers that when M & E Reporting and Dissemination of the M&E practices is improved by 1-unit, Performance of GPE projects shall increase by 0.375**units. This also implies that M & E Reporting and Dissemination accounts for 37.5% of Performance of GPE projects in Uganda.

Empirical presentation and analysis of findings: In this section, the researcher used primary data to test and compute frequencies, relationships and hypotheses. Primary data was owing to the fact that they best represented the perceptions of respondents on Monitoring

and Evaluation reporting and dissemination on Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda. Respondents were therefore required to assign a discrete value to a preferred level of agreement. Furthermore, this section provides the descriptive statistics before computing inferential statistics. Since the ordinal scale measure was used in taking care of the categories of M & E Reporting and Dissemination and Performance of GPE projects, the descriptive statistics were used to measure the frequencies, percentages, means, standard deviation and Composite Mean Scores. The inferential statistics were used to measure the level at which one variable was affected by another. This was done using correlations as will be presented in the forthcoming subsequent sections.

Performance of GPE projects in Katakwi and Bukedea districts, Uganda: The researcher probed respondents on the state of Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda. The respondents' views were sought and the summary of the respondents' opinions are presented in table below.

increasing, as a consequence of the growing sizes of each school cohort, a significant percentage of those who enter primary school do not reach the final primary grade.

Analysis of interview data revealed that some respondents were satisfactory. When one key informant Code named GPE-01 at Amorwong Primary School in Bukedea districts was asked to comment on whether the pupils complete school in the required time, she had this to say:

> *"…rarely do all pupils that we start with from primary one complete the primary seven level"* [Date: 12-08-2021, Source: Primary information from key informant]. This statement disclosed that some respondents indeed disagreed that all the pupils complete school in the required time.

The researcher also inquired from the respondents as to whether completion rate has improved in the school. The results show that (54.3) agreed with the statement, (27.1%) disagreed while (18.6%) preferred being non-committal to the statement.

Table 4. Correlation Statistics

Performance of GPE projects	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	70				
M & E Reporting and Dissemination	Pearson Correlation	.375**	.127	.263*	.443**	1
	Sig. (2-tailed)	.001	.294	.028	.000	
	N	70	70	70		
**. Correlation is significant at the 0.01 level (2-tailed).						

Table 5. Distribution of Performance of GPE projects in Katakwi and Bukedea districts

Performance statements	SD	D	N	A	SA	Mean	SD
All pupils complete school in the required time	4(5.7%)	26(37.1%)	9(12.9%)	20(28.6%)	11(15.7%)	3.11	1.234
Completion rate has improved in the school	1(1.4%)	18(25.7%)	13(18.6%)	34(48.6%)	4(5.7%)	3.31	0.971
There has been enhancement in the enrollment count of pupils	0%	5(7.1%)	2(2.9%)	41(58.6%)	22(31.4%)	4.14	0.785
There has been improvement in classroom utilization rate	0%	7(10%)	4(5.7%)	47(67.1%)	12(17.1%)	3.91	0.794
Pupils stay in school longer	0%	13(18.6%)	19(27.1%)	29(41.4%)	9(12.9%)	3.49	0.944
There is low dropout rate of pupils	3(4.3%)	11(15.7%)	8(11.4%)	38(54.3%)	10(14.3%)	3.59	1.056
Pupils are passing in Division 1-4	1 (1.4%)	6(8.6%)	8(11.4%)	40(57.1%)	15(21.4%)	3.89	0.894
Failing rate is reducing	0%	8(11.4%)	4(5.7%)	50(71.4%)	8(11.4%)	3.83	0.780
Teachers are involved in decision making	0%)	2(2.9%)	4(5.7%)	33(47.1%)	31(44.3%)	4.33	0.717
Teachers are confident in executing their work	0%	2(2.9%)	3(4.3%)	36(51.4%)	29(41.4%)	4.31	0.692
Teachers are satisfied with the quality of GPE training	1 (1.4%)	7(10%)	31(44.3%)	27(38.6%)	4(5.7%)	3.37	0.802
Management is satisfied with quality of GPE training	0%	5(7.1%)	32(45.7%)	28(40%)	5(7.1%)	3.47	0.737
All teachers received training	7 (10%)	31(44.3%)	25(35.7%)	7(10%)	0%	2.46	0.811
All management received training	4(5.7%)	32(45.7%)	27(38.6%)	7(10%)	0%	2.53	0.756
Teachers are using the knowledge gained for better teaching	0%	3(4.3%)	18(25.7%)	37(52.9%)	12(17.1%)	3.83	0.761
Staff participate in the improvement of school performance	0%)	0%	9(12.9%)	50(71.4%)	11(15.7%)	4.03	0.538
Staff engage more with learners in a creative manner	0%	0%	7(10%)	55(78.6%)	8(11.4%)	4.01	0.466
Composite Mean and Standard Deviation						**3.62**	**0.808**

Source: Primary data (2021)

The results in Table above shows that there was an effort by the teachers to improve on the Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda (Composite Mean=3.62 and Standard Deviation=0.808). Findings show that the majority of the respondents, (42.8%) disagreed that all pupils complete school in the required time. However, (12.9%) of the respondents preferred to be non-committal on this statement. A moderate percentage of (44.3%) agreed that all pupils complete school in the required time. The mean score =3.11 which was below the composite mean score=3.62 reveals that respondents refuted that all pupils complete school in the required time. From this examination of the results, an interpretation can be made that majority of the pupils in Global Partnership for Education projects schools in Katakwi and Bukedea districts do not complete school in the required time probably due to absence of motivation or interest. This result concurs with studies by UNESCO, Education for All 2000-2015 (2015) which opines that the immense progress towards achieving universal access to primary education in Uganda points to a consensus that due to overwhelming population growth, the pupil population tripled between 1997 and 2014 posing a serious problem to the system of universal education. With the absolute number of pupils gradually

From this analysis, an interpretation can be made that a moderate completion rate has improved in the schools where Global Partnership for Education projects are in operation in Katakwi and Bukedea districts, Uganda. The mean score =3.31which was slightly below the composite mean score=3.62 reveals that the majority of the respondents refuted the statement that completion rate has improved in the schools. There was significant evidence that majority of the respondents (90%) agreed (agree and strongly agree) that there has been enhancement in the enrollment count of pupils. A small portion of (7.1%) disagreed with the statement and (2.9%) were non-committal to the statement. The mean score = 4.14 and standard deviation=0.7853 which was faraway above the composite mean score=3.62 and standard deviation=0.808 discloses that the majority of the respondents conceded that there has been enhancement in the enrollment count of pupils. From this analysis of the results, an interpretation can be made that there has been an augmentation in the enrollment count of pupils in Global Partnership for Education Projects schools in Katakwi and Bukedea districts perhaps due to transformation of teacher characteristics, school governance, and incentives. The above result concurs with studies that were carried out by the United Nations Development Programme (UNDP, 2016)

which opined that Monitoring and Evaluation is essential in the management of government development projects as well as giving accountability to the Donors. Donors are certainly entitled to know whether their money is properly spent but the primary use of M&E should be for the organisation or project itself to see how it is performing and to learn how to do it better. Kyalo, Mulwa, Mbugua, & Obare (2016) supplement the above account by noting that effective project M&E enhances the basis for evidence-based project management decisions which can result in good enrollment count of pupils in Global Partnership for Education Projects schools in Katakwi and Bukedea districts. The respondents' opinions were also sought on the improvement in classroom utilization rate. The results revealed that the majority of the respondents (84.2%) agreed (agree and strongly agree) that there has been improvement in classroom utilization rate, However, only (10%) refuted while (5.7%) were non-committal with the statement. The mean score = 3.91 which was faraway above the composite mean score=3.62 reveals that the majority of the respondents conceded that there has been improvement in classroom utilization rate. From this analysis of the result, an interpretation can be made that there has been improvement in classroom utilization rates in Global Partnership for Education Projects schools in Katakwi and Bukedea districts perhaps due to increased teacher time used for teaching. Furthermore, the researcher actualized this result through an interview with a key informant named GPE-03 who had this to say:

> *"…indeed, I have witnessed tremendous improvements in classroom utilization rates on the basis of Global Partnership for Education Projects in our school.* [Date: 06-09-2021, Source: Primary information from key informant]. This declaration confirmations that some respondents coincided that there has been improvement in classroom utilization rate due to Global Partnership for Education Projects schools.

The respondents' sentiments were also sought on pupils stay in school longer. The results exhibited that a moderate percentage (54.3%) agreed (strongly agree and agree) with the statement. A small portion of the respondents (18.6%) disagreed and (27.1%) preferred to be non-committal with the statement. From the results, there is significant evidence that there is low dropout rate of pupils. Results also propose that Pupils are passing in Division 1-4 (78.5%) Results also suggest that, failing rate is reducing in Global Partnership for Education Projects schools in Katakwi and Bukedea districts (82.8%). This result may probably imply that Global Partnership for Education Projects schools' management in Katakwi and Bukedea districts are motivated and interested in supporting the pupils in their academic endeavours. The above result was supported by the mean score = 3.83 which was faraway above the composite mean score=3.62 revealing that the majority of the respondents conceded that failing rate is reducing. From this analysis of the result, an interpretation can be made that failing rate is reducing in Global Partnership for Education Projects schools in Katakwi and Bukedea districts perhaps due to increased teacher time used for teaching or teachers are motivated and interested in supporting the pupils in their academic endeavours. Analysis of interview data revealed that some respondents were satisfactory. When one key informant Code named GPE-02 at Usuk Girls Primary School in Bukedea districts was asked to comment on the failing rate, she had this to say:

> *"…upper class teachers are committed to their work. sometimes we have seminars which have greatly helped upper class teachers to support the pupils in their academic endeavors"* [Date: 12-08-2021, Source: Primary information from key informant]. This statement disclosed that some respondents indeed agreed that the failing rate is reducing in Global Partnership for Education Projects Schools in Katakwi and Bukedea districts.

There is significant evidence that teachers are involved in decision making (91.4%). A small portion of (2.9%) disagreed and (5.7%) preferred to be non-committal on this statement. The mean score = 4.33 which was faraway above the composite mean score=3.62 reveals that the majority of the respondents conceded that indeed teachers are involved in decision making. From this analysis of the result, an interpretation can be made that teacher are involved in decision making in Global Partnership for Education Projects schools in Katakwi and Bukedea districts probably as those closest to pupils can significantly contribute towards providing high quality services to pupils and the school community. The above result concurs with studies that were carried out by Muller & Jugdev, 2002and White (2006) who opined that in project management environment, there are several factors that contribute to project performance also identified as Critical Performance Factors (CPFs) such as behavior, terms, and variable which could result in major impact on the project performance when implemented and monitored to sustain results. In addressing Education project performance, it is observed that the impact of context on which factors are considered most critical for assessing project performance are those that may contribute to success or failure (Muller & Jugdev (2012). Nevertheless, most studies in the education sector focus on the traditional 'Iron triangle' which encompass scope, cost, quality and schedule (Walker, 2002). This implies that the quality and schedule i.e. involvement of teachers in decision making while planning for the expected content is a key indicator of performance, cost of delivering the education has to be a concern of the educators by answering the question of whether there is a detail concern on apportioning the right cost to deliver the best education. Therefore, the quality of the education delivered is also very key and the timely delivery of the education in terms of completion rates in the education cycle is also a concern.

Results further demonstrate that the majority (92.8%) of the respondents acknowledge that Teachers are confident in executing their work. A small portion (2.9%) disagreed with the statement and (4.3%) preferred to be non-committal with the statement. The mean score = 4.31 which was faraway above the composite mean score=3.62 revealed that the majority of the respondents accepted that Teachers are confident in executing their work. From this scrutiny of the result, an interpretation can be made that Teachers are confident in executing their work in Global Partnership for Education Projects schools in Katakwi and Bukedea districts probably because teachers' confidence can improve their overall effectiveness as well as their wellbeing in the school and community. The respondents' opinions were also sought on teachers' satisfaction with the quality of GPE training. The results revealed a mixed reaction to the statement with the majority of the respondents (44.3%) being non-committal to the statement. Nevertheless, a mediocre percentage of (44.3%) agreed while (11.4%) refuted the statement. This result implies that a discontentment prevails among teachers concerning the quality of GPE training; possibly due to inability of the training team to listen to the needs of the teachers. The mean score = 3.37 which was faraway below the composite mean score=3.62 exposed that the majority of the respondents refuted that the teachers were satisfied with the quality of GPE training.

Similarly, concerning management being satisfied with quality of GPE training, the results show a mixed responses to the statement with a moderate percentage (47.1%) of the respondents agreeing (strongly agree and agree) to the statement. However, almost half (45.7%) of the respondents prefer being non-committal and only (7.1%) disagreed with the statement. Sincere the teachers' satisfaction with the quality of GPE training was not good, it is credible to presume that management was not satisfied with quality of GPE training perhaps due to trainers not keeping the promises and poor customer service. Following this statement, an analysis of interview data was carried out by the researcher which revealed that some respondents were not satisfactory. When one key informant Code named GPE-07 at Kowutulai Primary School in Bukedea districts was asked to comment on management being satisfied with quality of GPE training, he had this to say:

> *"Further training of staff is needed to improve on teaching/learning process in my school". "…some of the teachers that attended the GPE training session revealed to me that there is need for the trainers to engage with the trainees on face-to-face dialogue so as to understand and draft a detailed session time table to address their challenges"* [Date: 12-08-

2021, Source: Primary information from key informant]. This statement disclosed that some respondents indeed refuted that Management was satisfied with quality of GPE training in Global Partnership for Education Projects Schools in Katakwi and Bukedea districts.

There is significant evidence that all teachers did not receive training. Results likewise suggest that all management did not receive training, probably due to lack of time and resource emanating from the funders. Results show that the Teachers are using the knowledge gained for better teaching (70%). Similarly, the results further demonstrate that the majority (87.1%) of the respondents concede that staff participate in the improvement of school performance. A small percentage of (12.9%) preferred to be non-committal on this statement. The decent mean score = 4.03 which was faraway above the composite mean score=3.62 revealed that the majority of the respondents coincided that staff participate in the improvement of school performance. From this analysis of the result, an interpretation can be made that staff participate in the improvement of school performance in the Global Partnership for Education Projects schools in Katakwi and Bukedea districts probably due to the confidence and good knowledge obtained during the GPE training sessions.

The table above also shows that majority of respondents (90%) conceded that staff engage more with learners in a creative manner. However, the remaining (10%) preferred to be non-committal to the statement. This implies that teaching is done in a novel and useful way that promotes pupil growth and linked with the development of original thoughts and actions. The finding is consistent with Michubu, Nyerere, and Kyalo (2017) who pointed out that performance of education projects means that certain expectations for stakeholders, implementers and project beneficiaries are met, in an efficient and effective manner. However, these project performance expectations need to be assessed through a monitoring lens by assessing the practices and establish the extent to which each practice contributes to improved performance (Ika, 2012).

M & E Reporting and Dissemination on the Performance of GPE projects in Katakwi and Bukedea districts

The respondents' opinions were sought on the M & E Reporting and Dissemination on the Performance of Global Partnership for Education projects in Katakwi and Bukedea districts. Table below provides the summary of the respondents' views. Results in Table above illustrate some moderate degree of existence of a fair M & E Reporting and Dissemination - Performance of GPE projects relationship. Results show that the organisations have schedules and timeliness to complete the reporting and dissemination of information. In regard to this statement, out of 70 respondents, 10(14.3%) strongly agreed, 51(72.9%) agreed while 9(12.9%) indicated not sure with the statement. This implies that the majority of respondents 61(87.1%) agreed that the organisations have schedules and timeliness to complete the reporting and dissemination of information. This is reflected in the mean of 4.01which is faraway above the composite mean of 3.65. This result may probably suggest that there is organization of the work that needs to be done and staff are accountable to each other on completing the work assigned to them in the GPE project schools. There is significant evidence that the organisations abide by the timelines and schedules for reporting and dissemination of information. Results illustrate that out of 70 respondents, 6(8.6%) strongly agreed, 48(68.6%) agreed, 12(17.1%) indicated not sure, while 4(5.7%) disagreed with the statement. This implies that the majority of the respondents 54(77.1%) agreed that the organisations abide by the timelines and schedules for reporting and dissemination of information. This is reflected in the mean score of 3.80 faraway above the composite mean of 3.65. It also follows that stakeholders approve the organisational timelines and schedules 53(75.7%). This is echoed in the mean score of 3.79 faraway above the composite mean of 3.65. There is substantial evidence that there are moderate reporting templates for all the different types of reports. Results illustrate that out of 70 respondents, 9(12.9%) strongly agreed, 36(51.4%) agreed, 17(24.3%) indicated not sure, while 8(11.4%) disagreed with the statement. This suggests that the majority of the respondents 45(62.3%) agreed that there are moderate reporting templates for all the different types of reports. This is reflected in the mean score of 3.66 just slightly above the composite mean of 3.65. The table above revealed that out of 70 respondents, 9(12.9%) strongly agreed, 35(50%) agreed, 21(30%) indicated not sure while 5(7.1%) disagreed that staff use the reporting templates for reporting the performance of the project. This result reveals that the majority 44(62.9%) agreed that staff use the reporting templates for reporting the performance of the project. This is echoed in the mean score of 3.69 which is slightly above the composite mean of 3.65 probably meaning that there is consistence in work done and this may reduce the adoption and training time of new reports since the end-user is already accustomed to the general look of important report components. When the respondents were asked as to whether staff review the reporting templates to capture new changes, results show that out of 70 respondents, 5(7.1%) strongly agreed, 44(62.9%) agreed, 17(24.3%) indicated not sure while 4(5.7%) disagreed with the statement. This result shows that the majority 49(70%) conceded that staff review the reporting templates to capture new changes. This is confirmed by the mean score of 3.71 which is faraway above the composite mean of 3.65. The respondents' views were sought on whether the reporting templates capture both qualitative and quantitative data. The results show that out of 70 respondents, 4(5.71%) strongly agreed, 37(52.9%) agreed, 26(37.1%) indicated not sure while 3(4.3%) disagreed with the statement. This result reveals that a moderate number of the respondents 41(58.6%) agreed that the reporting templates capture both qualitative and quantitative data. This result may probably suggest lack of acquaintance in the usage of reporting templates to capture both qualitative and quantitative data. There is also significant evidence that the organisations have agreed methods of reporting and dissemination. This is reflected with the mean score of 3.76 which is faraway above the composite mean of 3.65. Results also illustrate that the organisations abide by the agreed methods of reporting and dissemination as reflected in the mean score of 3.67 which is above the composite mean of 3.65. This finding is in agreement with Karim (2011) who noted that utilization of project M &E information is critical and provides support project managers in their planning, organizing, control, reporting and decision making tasks, thus leading to good project performance. Considering as to whether the methods of R&D are suitable for all users, results show that out of the 70 respondents, 5(7.1%) strongly agreed, 33(47.1%) agreed, 28(40%) indicated not sure while 3(4.3%) disagreed with the statement. This result reveals a moderate number of 38(54.3%) agreeing that the methods of R&D are suitable for all users. This result may probably imply that there is still less knowledge and insights on how methods of R&D can be utilised to bring about improvements to existing educational processes for efficiency and increased performance at low cost.

Regression Analysis for M & E Reporting and Dissemination and Performance of GPE projects in Katakwi and Bukedea districts: Regression Analysis of M & E Reporting and Dissemination and Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda was done and generated as illustrated in Table below. Findings from Table above show that M & E Reporting and Dissemination explain variations in Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda. The fact that the overall model is statically significant, all the beta coefficients are significant.

Test of Hypothesis

The Study objective sought to determine the influence of monitoring and evaluation Reporting and Dissemination on the Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda. The null and alternative hypotheses were:

H_0: Monitoring and evaluation Reporting and Dissemination has no significant influence on influence on Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda.

Table 6. Distribution of M & E Reporting and Dissemination on the Performance of GPE projects in Katakwi and Bukedea districts

M & E Reporting and Dissemination statements	D	N	A	SA	Mean	SD
The organisation has schedules and timeliness to complete the reporting and dissemination of information	0%	9 (12.9%)	51 (72.9%)	10 (14.3%)	4.01	0.525
The organisation abides by the timelines and schedules for reporting and dissemination of information	4 (5.7%)	12 (17.1%)	48 (68.6%)	6 (8.6%)	3.80	0.672
Stakeholders approve the organisational timelines and schedules	3 (4.3%)	14 (20%)	48 (68.6%)	5 (7.1%)	3.79	0.635
There is a reporting template for all the different types of reports	8 (11.4%)	17 (24.3%)	36 (51.4%)	9 (12.9%)	3.66	0.849
Staff use the reporting template for reporting the performance of the project	5 (7.1%)	21 (30%)	35 (50%)	9 (12.9%)	3.69	0.790
Staff review the reporting template to capture new changes	4 (5.7%)	17 (24.3%)	44 (62.9%)	5 (7.1%)	3.71	0.684
The reporting template captures both qualitative and quantitative data	3 (4.3%)	26 (37.1%)	37 (52.9%)	4 (5.71%)	3.60	0.668
The organisation has agreed methods of reporting and dissemination	3 (4.3%)	20 (28.6%)	38 (54.3%)	9 (12.9%)	3.76	0.731
The organisation abides by the agreed methods of reporting and dissemination	2 (2.9%)	24 (34.3%)	39 (55.7%)	5 (7.1%)	3.67	0.653
The methods of R&D is suitable for all users	3 (4.3%)	28 (40%)	33 (47.1%)	5 (7.1%)	3.58	0.695
Composite Mean and Standard Deviation					3.65	0.690

Source: Primary data (2021)

Table 7. M & E Reporting and Dissemination and Performance of GPE projects in Katakwi and Bukedea districts

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.069	1	1.069	11.153	.001[b]
	Residual	6.518	68	.096		
	Total	7.587	69			
R-squared = 0.141			Adj R-squared = 0.128			
Coefficients[a]						

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.700	.330		5.157	.000	1.042	2.358
	SMEA	.506	.086	.580	5.867	.000	.334	.678

a. Dependent Variable: performance of Global Partnership for Education

Source: Primary data (2021)

H_A: Monitoring and evaluation Reporting and Dissemination has a significant influence on Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda.

This was tested at 95% level of confidence and from the regression analysis as showed from table above reveals that the statistic, F (1, 69) = 11.153, $p < 0.05$, illustrates that the regression model is equally statistically significant in predicting the dependent variable (performance of Global Partnership for Education projects). The study finding therefore accepts to reject the null hypothesis that Monitoring and evaluation Reporting and Dissemination has no significant influence on Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda and consequently concludes that that Monitoring and evaluation Reporting and Dissemination has a significant influence on Performance of Global Partnership for Education projects in Katakwi and Bukedea districts, Uganda.

DISCUSSION OF THE FINDINGS

In relation to the studied objective, the findings of the study revealed that M & E Reporting and Dissemination has significant influence on the Performance of GPE projects in public primary schools in Katakwi and Bukedea district. This means that a better managed M & E Reporting and Dissemination – performance relationship enhances the Performance of GPE projects in public primary schools. Therefore, this finding coincides with previous research in this field of social sciences that have found the similar results among populations of social-science entities (Muzinda, (2007). This suggests that Performance of GPE projects in terms of completion rate, enrolment, retention, pass rates, empowerment of beneficiaries, beneficiary satisfaction, percentage of teachers trained and use of the knowledge gained innovatively and creatively relates well with M & E Reporting and Dissemination practices. The findings revealed that conducting routine monitoring and communicating clearly to the stakeholders is one of the significant strategies to increase performance of GPE projects. This finding concedes with studies by Kyalo (2013) who is authoritative on the centrality of the matter of M & E practices and project performance.

She posits that, there must be a communication strategy which is an action plan on who to transmit the M&E field findings, what exactly is to be communicated, who to be communicated to, by when and through which means and frequency. In collaboration, Oladele, (2011) found a strong correlation between the choice of M & E communication styles on project performance. Communications of results lead to reaching the destined end users by helping to bring about change and therefore, the process of designing information channel for specific people was identified as critical in information dissemination. Continuous communication flow of monitoring and evaluation data and feedback add value to project phases from designing stage, implementation up to the impact level. Besides Kusek (2010) says that a well-devised M & E communication strategy ought to be part of M & E system design to facilitate timely passing of M & E field information to the relevant stakeholders on failure or success of various interventions.

CONCLUSION

It can be concluded that M & E Reporting and Dissemination based on the dimensions used in this study influence the performance of GPE projects in public primary schools in Bukedea and Katakwi districts. Therefore, initiating organisations needed to layout proper M&E reporting and dissemination channels.

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